

TRAINING PROGRAM OF INSTRUCTION (TPI)

FOR

DINFOS-BCC

BASIC COMBAT CORRESPONDENT COURSE



Approved by:

Commandant Defense Information School

This course replaces the Basic Public Affairs
Specialist-Broadcaster course (DINFOS-BPAS-B)



**BASIC COMBAT CORRESPONDENT COURSE
TRAINING PROGRAM OF INSTRUCTION**

Table of Contents

<u>Element</u>	<u>Page</u>
Preface	4
Functional Area 1 – The Broadcast Role in Public Affairs	7
Unit 1 Fundamentals of Public Affairs (distributed learning)	
Unit 2 Community Relations (distributed learning)	
Unit 3 Media Relations (distributed learning)	
Unit 4 PA Support of Worldwide Missions (distributed learning)	
Unit 5 Information Management (distributed learning)	
Unit 6 The Command Information Role (distributed learning)	
Unit 7 Student Orientation and Progress Measurements (classroom hours)	
Functional Area 2 – Broadcast Writing	15
Unit 1 Introduction to BWAS (Broadcast Writing and Announcing Skills)	
Unit 2 Fundamentals and Mechanics of Broadcast Writing	
Unit 3 News Story Writing	
Unit 4 Selling and Information Spots	
Functional Area 3 – Basic Announcing Skills	20
Unit 1 Audio Fundamentals	
Unit 2 Basic Announcing Mechanics and Application	
Unit 3 Basic Announcing Skills Practicum	
Functional Area 4 – Radio Broadcast Skills	24
Unit 1 Basic Principles of Radio Production	
Unit 2 Operation of the Radio Control Room	
Unit 3 Radio Production Skills	
Unit 4 Newscast Preparation and Production	
Unit 5 Radio Spot Production	
Unit 6 Music Show Production and Programming	
Unit 7 Produce a Music Show	
Unit 8 Produce a Music Show Practicum	
Functional Area 5 – Introduction to Video and Editing Skills	33
Unit 1 Introduction to Video	
Unit 2 Introduction to Video Cameras	
Unit 3 Non-Linear Editing Techniques	
Unit 4 Pictorial Continuity	
Unit 5 Non-Linear Editing Techniques II	
Unit 6 Introduction to Visual Storytelling and Shot Selection	
Unit 7 Optics	

Unit 8 Shoot and Edit Performance Scenario
Unit 9 Principles of Lighting
Unit 10 Shoot, Pan, and Tilt

Functional Area 6 – Video Storytelling, Documentation & Composition Skills 44

Unit 1 Visual Storytelling
Unit 2 Audio Techniques
Unit 3 News Writing for Electronic News Gathering (ENG)
Unit 4 Contingency Operations
Unit 5 VI Administration
Unit 6 Studio Operations
Unit 7 Exporting Media

Functional Area 7 – Field Training Exercise & Documentation Project 54

Unit 1 Documentation Project
Unit 2 Field Training Exercise (FTX)
Unit 3 Graphics and Spots

Functional Area 8 – Course Administration 58

Unit 1 Course Opening
Unit 2 Student Feedback
Unit 3 Course Closing

TRAINING PROGRAM OF INSTRUCTION

Preface

TRAINING PROGRAM OF INSTRUCTION FILE NUMBER (TPFN): DINFOS-BCC

TITLE: Basic Combat Correspondent Course

TRAINING LOCATION: Defense Information School, Fort George G. Meade, Maryland

SPECIALTY AWARDED:

USMC MOS	4313
USAF AFSC	3N032

PURPOSE: To provide entry-level specialty training for video documentation and broadcast communicators to support public affairs, combat camera, and broadcast journalism missions throughout the Armed Forces.

COURSE DESCRIPTION: The *graduate* is prepared to perform skills in video documentation and broadcast journalism (supervised). The successful student can interact with command, community and media to prepare, report, and release information in accordance with applicable directives. The apprentice communicator, has performed all functions of electronic newsgathering (ENG) and electronic field production (EFP) for video production and documentation to include combat camera operations. Additionally, this trained apprentice has learned and performed the function and formats of writing and announcing protocols for broadcast radio and television production. This apprentice is prepared to work individually or as a member of a team.

PREREQUISITES: Mandated by each of the Armed Forces. Waiver requests must come through the requesting Service's career field manager to the Commandant, DINFOS. Voice auditions instructions are available at <http://www.dinfos.osd.mil>. To obtain scripts or additional information call 1-301-677-4370, or go to <http://www.dinfos.osd.mil/DinfosWeb/bomd.asp>.

US Air Force: E1 – E5. The DINFOS staff and faculty will determine acceptable trainable voice quality on the basis of a recorded audition. Auditions must be provided to DINFOS and approval received by unit prior to making reservations in ATRRS. Student must have a minimum general AQE score of 72.

US Marine Corps: E1 – E5. Graduate of Basic Public Affairs Specialist – Writer (BPAS-W) course. No voice audition required. Minimum GT score of 110.

US Navy: E1 – E6. Graduate of Basic Public Affairs Specialist – Writer (BPAS-W), or Basic Mass Communication Specialist (BMCS) course. No voice audition required. Minimum VE/AR score of 110.

US Army: US Army candidates attend DINFOS BCC-60 course.

Interagency: Grade, duty position description and selection in accordance with specific agency guidance, policy and procedures. The DINFOS staff and faculty will determine acceptable and trainable voice quality on the basis of a recorded audition. Voice audition must be provided to DINFOS and approved prior to candidate's reservation for training being accepted.

International: International students attending this course must have an English Comprehension Level (ELC) of 80. Mandatory voice audition tape, from a script provided by the Defense

Information School (DINFOS), must be submitted. Approval is a prerequisite to screen candidate with non-trainable voice deficiencies. The DINFOS staff and faculty will determine acceptable and trainable voice quality on the basis of a recorded audition. Voice audition must be provided to DINFOS and approved prior to candidate's reservation for training being accepted. Suggest the individual be proficient in Microsoft Word, and must be able to type 20 words per minute.

SECURITY CLEARANCE: None required.

CLASS SIZE:

MAXIMUM	10
MINIMUM	5
ANNUAL COURSE CAP	100

COURSE LENGTH: 77 Training Days

ACADEMIC HOURS:	593 Hrs
ADMINISTRATIVE HOURS:	23 Hrs
ADVANCED DISTRIBUTED LEARNING	22 Hrs
TOTAL COURSE HOURS:	638 Hrs**

****Total course hours reflect hours for ADL modules completed as homework, these hours do not add to the length of the course.**

INSTRUCTOR CONTACT HOURS: 2884 Hrs

TYPE/METHOD OF INSTRUCTION:

Lecture (L)	130.5 Hrs
Performance Exercise (PE)	230 Hrs
Demonstration (D)	42 Hrs
Examinations	190.5 Hrs
Performance Examination (EP)	181.5 Hrs
Written Examination (EW)	09 Hrs

TRAINING START DATE: 1 October 2007

ENVIRONMENTAL IMPACT: None. DoD policy was followed to assess the environmental impact.

MANPOWER: The Interservice Training Review Organization (ITRO) formula was used to determine the number of instructors required. This course and BCC-60 are conducted simultaneously, therefore, student to instructor ratios reflect the combined total of these courses.

EQUIPMENT AND FACILITIES: The Course Design Resource Estimate (CDRE) contains this information.

TRAINING DEVELOPMENT PROPONENT: Defense Information School, Directorate of Training, (DINFOS/DOT): 301-677-4420

FUNCTIONAL AREA 1 OVERVIEW
THE BROADCAST ROLE IN PUBLIC AFFAIRS

TPFN: DINFOS-BCC-001

TERMINAL TRAINING OUTCOME: At the completion of this functional area, the student is prepared to augment a public affairs section as an apprentice (supervised). The student can: interact with command, community and media representatives; prepare and release information to report news and Command Information. In addition, students research, manage, and review content with an informed ability to abide with constraints of communications law, ethics, DoD and other directives as appropriate. Students participate in instructor led discussions and reviews of all materials. These are affective knowledge-based tasks that are essential to latter skill building exercise. The values and attitudes sown here are nurtured throughout the course and are necessary to building the successful student. Students must achieve a minimum grade of 70 percent in order to meet assignment standards.

UNITS:

- 001 Fundamentals of Public Affairs (distributed learning)
- 002 Community Relations (distributed learning)
- 003 Media Relations (distributed learning)
- 004 PA Support of Worldwide Missions (distributed learning)
- 005 Information Management (distributed learning)
- 006 The Command Information Role (distributed learning)
- 007 Student Orientation and Progress Measurements (classroom hours)

TPFN HOURS AND TYPES:

22- Advanced Distributed Learning	(ADL)
3- Written exam	(EW)
6- Lecture	(L)

TPFN TOTAL HOURS: 31

FUNCTIONAL AREA 1
THE BROADCAST ROLE IN PUBLIC AFFAIRS

TPFN: DINFOS-BCC 001-001

UNIT TITLE: Fundamentals of Public Affairs

UNIT INTERMEDIATE TRAINING OBJECTIVE: This unit of instruction is given as an ADL homework assignment. It provides the student with the framework for understanding Department of Defense (DoD) public affairs. Students view and consider the four reasons the DoD has public affairs programs. The students then define the functions of public or external information, and importance of focusing on internal information. As a representative of the Armed Forces who frequently interacts with media and community, the student is immersed in the ethical issues, principles, processes necessary to earn and preserve their trust and confidence. Student competency of these concepts will be measured in a written exam. The student must correctly answer 70 percent of the questions pertaining to this unit on the examinations. The student participates in an instructor-led discussion and review of all materials.

INSTRUCTIONAL TYPE AND HOURS: 5 ADL

TOTAL INSTRUCTIONAL HOURS: 5

TASK (S):

- 001 Describe military public affairs programs
- 002 Identify internal audiences and the type and use of internal information
- 003 Recognize ethical conduct in military public affairs
- 004 Explain public's right to know versus its need to know

INSTRUCTOR/STUDENT RATIO: N/A

SAFETY FACTORS: Routine

REFERENCES:

Department of Defense Directive 5400.13, *Joint Public Affairs Operations*; SECNAVINST 5720.44A, US Navy Public Affairs Instruction; Army Field Manual 46-1, Public Affairs Operations; Coast Guard Public Affairs Manual; Air Force Policy Directives 35-1, *Public Affairs Management*; Air Force Policy Directive 35-2, *Public Communications Programs*; Air Force Policy Directive 35-3, *Internal Communication Programs*; Air Force Instruction 35-101, Public Affairs Wartime Planning, Training, and Equipping; DoD Directive 5500.7, *Standards of Conduct*; DoD IGDG; 5500.8, *Defense Ethics*

FUNCTIONAL AREA 1
THE BROADCAST ROLE IN PUBLIC AFFAIRS

TPFN: DINFOS-BCC 001-002

UNIT TITLE: Community Relations

UNIT INTERMEDIATE TRAINING OBJECTIVE: This ADL unit is also a homework assignment. The student reviews an overview of why and how the military conducts community relations programs. Within this scope the student defines the role and responsibility of the public affairs specialist and especially the issues and relationships as a broadcaster. This is a crucially important perspective for the broadcaster applying radio and television skills to preserve the trust and confidence of the internal audience. Student competency of these concepts will be measured in a written exam. The student must correctly answer 70 percent of the questions pertaining to this unit on the examinations. The student participates in an instructor-led discussion and review of all materials.

INSTRUCTIONAL TYPE AND HOURS: 3 ADL

TOTAL INSTRUCTIONAL HOURS: 3

TASK (S):

- 001 Define the military community relations program
- 002 Identify issues and relationships between PA specialists and the community
- 003 Explain principles of information using SAPP rules

INSTRUCTOR/STUDENT RATIO: NA

SAFETY FACTORS: Routine

REFERENCES:

DoD Directive 5410.18, *Community Relations*; DoD Directive 5410.19, *Armed Forces Community Relations*; AF Instruction 35-201, *Community Relations*; Army Regulation 360-1, *Army Public Affairs*; SECNAVINST 5720.44A, *US Navy Public Affairs Instruction*

FUNCTIONAL AREA 1
THE BROADCAST ROLE IN PUBLIC AFFAIRS

TPFN: DINFOS-BCC 001-003

UNIT TITLE: Media Relations

UNIT INTERMEDIATE TRAINING OBJECTIVE: The student identifies the functions and rules for planning, providing support and escorting media personnel. This instruction is also provided as an ADL homework assignment. Student competency of these concepts will be measured in a written exam. The student must correctly answer 70 percent of the questions pertaining to this unit on this examination. The student participates in an instructor-led discussion and review of all materials.

INSTRUCTIONAL TYPE AND HOURS: 3 ADL

TOTAL INSTRUCTIONAL HOURS: 3

TASK (S):

- 001 Identify news media relationships, travel, accreditation, attribution, and pooling
- 002 Identify requirements for escorting the media representatives and methods for enforcing these rules

INSTRUCTOR/STUDENT RATIO: N/A

SAFETY FACTORS: Routine

REFERENCES:

DoD Directive 5230.9, Clearance of DoD Information for Public Release; DoD Principles of Information; DoD Directive 5230.16, Nuclear Accident & Incident Public Affairs Guidance DoD Directive 5400.7, DoD Freedom of Information Act Program; DoD Directive 5400.11, DoD Privacy Program; DoD Directive 5410.14, Cooperation with U.S. News Media Representatives at the Scene of Military Accidents Occurring Outside Military Installations; DoD Instruction 5435.2, Delegation of Authority to Approve Travel In and Use of Military Carriers for Public Affairs Purposes; FM 46-1, Public Affairs Operations; Joint Publication 3-61, Doctrine for Public Affairs in Joint Operations; AFI 35-102, Chapter 6, Crisis Planning, Management, and Response; AFI 35-206, Media Relations; SECNAVINST 5720.44A, Article 0803, Public Affairs Assessment of and Initial Release on a Disaster, Public Affairs Policy and Regulations; AR 360-1, Public Information Encountering the Media: Pocket Tips Booklet, McLoughlin, Barry J., Washington, DC, McLoughlin Multimedia Publishing Ltd., 1996.; "America's Team: The Odd Couple, A Report on the Relationship Between the Media and the Military," Frank Aukofer and William P. Lawrence, The Freedom Forum First Amendment Center, 1995.

FUNCTIONAL AREA 1
THE BROADCAST ROLE IN PUBLIC AFFAIRS

TPFN: DINFOS-BCC 001-004

UNIT TITLE: PA Support of Worldwide Missions

UNIT INTERMEDIATE TRAINING OBJECTIVE: This unit of instruction is given as an ADL homework assignment. Students review the framework for understanding public affairs operations in support of tactical and strategic operations. Emphasis is placed on joint service and overseas operations. The Joint Information Bureau and American Forces Radio and Television Service contingency operations are defined. Students identify facts affecting PA operations overseas including: host nation sensitivities, interaction with an embassy staff, handling PA situations with the host country, various types of community relations programs, tools used for internal information and why internal information is crucial. Finally, students discuss the importance of working with the local PA office. In order to develop a working relationship with the PA office, students examine the role of the public affairs officer in a commander's staff and describe the function of each section of a PA office. Student competency of these concepts will be measured in a written exam. The student must correctly answer 70 percent of the questions on this examination. The student participates in an instructor-led discussion and review of all materials.

INSTRUCTIONAL TYPE AND HOURS: 3 ADL

TOTAL INSTRUCTIONAL HOURS: 3

TASK (S):

- 001 Describe military PA programs in joint operations
- 002 Identify factors affecting military PA operations overseas
- 003 Discuss importance of working with the local PA office

INSTRUCTOR/STUDENT RATIO: NA

SAFETY FACTORS: Routine

REFERENCES:

Department of Defense Directive 5400.13, *Joint Public Affairs Operations*; SECNAVINST 5720.44A, US Navy Public Affairs Instruction; Army Field Manual 46-1, Public Affairs Operations Air Force Policy Directives 35-1, *Public Affairs Management*; Air Force Policy Directive 35-2, *Public Communications Programs*; Air Force Policy Directive 35-3, *Internal Communication Programs*; Air Force Instruction 35-101, Public Affairs Wartime Planning, Training, and Equipping DA Pamphlet 550 series, area handbooks; US Information Agency Fact Sheet, 1996 Armed Forces Staff College Pub 1, The Joint Staff Officers Guide (current edition)

FUNCTIONAL AREA 1
THE BROADCAST ROLE IN PUBLIC AFFAIRS

TPFN: DINFOS-BCC 001-005

UNIT TITLE: Information Management

UNIT INTERMEDIATE TRAINING OBJECTIVE: This ADL unit is also a homework assignment. The student reviews why and how the military conducts community relations programs. Within this scope the student identifies the role and responsibility of the public affairs specialist and especially the issues and relationships as a broadcaster. This is a crucially important perspective for the broadcaster applying radio and television skills to preserve the trust and confidence of the internal audience. Student competency of these concepts will be measured in a written exam. The student must correctly answer 70 percent of the questions pertaining to this unit on the examinations. The student participates in an instructor-led discussion and review of all materials.

INSTRUCTIONAL TYPE AND HOURS: 4 ADL

TOTAL INSTRUCTIONAL HOURS: 4

TASK (S):

- 001 Identify DoD guidelines for releasing information
- 002 Detail the military policy on release of information regarding accidents and incidents
- 003 Identify laws and regulations applicable to PA and visual information operations (i.e., copyright, manipulation, sensitivities, ethics privacy)

INSTRUCTOR/STUDENT RATIO: NA

SAFETY FACTORS: Routine

REFERENCES:

DoD Directive 5230.9, Clearance of DoD Information for Public Release; DoD Principles of Information; DoD Directive 5230.16, Nuclear Accident & Incident Public Affairs Guidance DoD Directive 5400.7, DoD Freedom of Information Act Program; DoD Directive 5400.11, DoD Privacy Program; DoD Directive 5410.14, Cooperation with U.S. News Media Representatives at the Scene of Military Accidents Occurring Outside Military Installations; DoD Instruction 5435.2, Delegation of Authority to Approve Travel In and Use of Military Carriers for Public Affairs Purposes; FM 46-1, Public Affairs Operations, Joint Publication 3-61, Doctrine for Public Affairs in Joint Operations; AFI 35-102, Chapter 6, Crisis Planning, Management, and Response; AFI 35-206, Media Relations, SECNAVINST 5720.44A, Article 0803, Public Affairs Assessment of and Initial Release on Disaster, Public Affairs Policy, and Regulations

FUNCTIONAL AREA 1
THE BROADCAST ROLE IN PUBLIC AFFAIRS

TPFN: DINFOS-BCC 001-006

UNIT TITLE: The Command Information Role

UNIT INTERMEDIATE TRAINING OBJECTIVE: This unit is also assigned for homework accessible via the ADL program. The students explore the advantages and disadvantages of various internal media, to include: electronic, print, oral, and displays. Effective communication through message targeting is also examined. The students review concepts such as the commander's access channel and how to use it. The mission, duties, responsibilities, and organization of AFRTS are described with an explanation of DoD Directive 5120.20R in relation to AFRTS. Finally, students identify sources used to conduct research that will provide the basis for completing future class assignments. Student competency of these concepts will be measured in a written exam. The student must correctly answer 70 percent of the questions on this examination. The student participates in an instructor-led discussion and review of all materials.

INSTRUCTIONAL TYPE AND HOURS: 4 ADL

TOTAL INSTRUCTIONAL HOURS: 4

TASK (S):

- 001 Identify uses of Command Information
- 002 Discuss the requirements of DoD Directive 5120.20R
- 003 Identify sources to conduct research (www, periodicals, books, technical reference center)
- 004 Identify public affairs and broadcast uses of Web pages

INSTRUCTOR/STUDENT RATIO: N/A

SAFETY FACTORS: Routine

REFERENCES:

AR 360-1, *Army Public Affairs*; Army Regulation 360-5, *Public Information*; SECNAVINST 5720.44A, US Navy Public Affairs Instruction; Marine Corps Order 5720.61 Marine Corps Public Affairs Manual, Volume II DoD Directive 5120.20R, Management and Operation of Armed Forces Radio and Television Service (AFRTS); DINFOS Public Affairs Handbook, Chapter 14, current edition; The Practice of Public Relations, Fraser P. Seital, 2nd Edition

FUNCTIONAL AREA 1
THE BROADCAST ROLE IN PUBLIC AFFAIRS

TPFN: DINFOS-BCC 001-007

UNIT TITLE: Student Orientation and Progress Measurements

UNIT INTERMEDIATE TRAINING OBJECTIVE: The student receives an orientation to access and use the distance learning modules. In groups of two instructional units in each assignment, the student has approximately one week to complete the online homework. In each exam, the student must correctly answer 70 percent of all questions correctly. Prior to the administration of the exam, students are engaged with opportunity training time to discuss and reinforce the teaching points, and answer questions concerning the modules. Each examination is followed by a critique.

INSTRUCTIONAL TYPE AND HOURS: 6 L, 3EW

TOTAL INSTRUCTIONAL HOURS: 9

TASK (S):

- 001 PAD Intro/Overview (day 2)
- 002 PAD Units 1-3 - Classroom reinforcement (day 5)
- 003 PAD Units 1-3 - Classroom reinforcement (day 6)
- 004 Units 1, 2, & 3 review, examination and critique (day 10)
- 005 PAD Units 4-6 - Classroom reinforcement (day 12)
- 006 PAD Units 4-6 - Classroom reinforcement (day 13)
- 007 PAD Units 4-6 - Classroom reinforcement (day 14)
- 008 Units 4, 5, & 6 review and examination (day 15)

INSTRUCTOR/STUDENT RATIO: 1:24 L; 1: 24 EW

SAFETY FACTORS: Routine

REFERENCES:

See supporting TPFNs DINFOS-BCC 001-001 through 001-006

FUNCTIONAL AREA 2 OVERVIEW

BROADCAST WRITING

TPFN: DINFOS-BCC-002

TERMINAL TRAINING OUTCOME: At the completion of this functional area, the student is able to write broadcast news, sports and spot information pieces. The student has examined the function and format of writing for radio and television broadcast production, which includes reviewing grammar, punctuation, spelling, and word usage required in broadcasting. The student is prepared to perform as an entry level broadcast specialist in support of the worldwide military public affairs missions. Final student products are graded and critiqued according to the DINFOS Style of Broadcast Writing. Students must achieve a minimum grade of 80 percent in order to meet assignment standards.

UNITS:

- 001 Introduction to Broadcast Writing and Announcing Skills (BWAS)
- 002 Fundamentals and Mechanics of Broadcast Writing
- 003 News Story Writing
- 004 Selling and Information Spots

TPFN HOURS AND TYPES:

- | | |
|------------------------|------|
| 31.5- Lecture | (L) |
| 19.5- Performance exam | (EP) |
| 2-Written exam | (EW) |

TPFN TOTAL HOURS: 53

FUNCTIONAL AREA 2
BROADCAST WRITING

TPFN: DINFOS-BCC 002-001

UNIT TITLE: Introduction to Broadcast Writing and Announcing Skills (BWAS)

UNIT INTERMEDIATE TRAINING OBJECTIVE: This is an introductory unit designed to inform and motivate students. It is imperative that broadcast students develop strong writing and announcing skills. Strong writing and announcing skills are essential for all communicators, but especially for broadcasters. BWAS students take the English Diagnostic Test to provide an inventory and assessment of their language skills. This information is used to help students identify their potential problem areas, and the need for remedial and in-class training to overcome those problems.

INSTRUCTIONAL TYPE AND HOURS: 2 L, 2EW

TOTAL INSTRUCTIONAL HOURS: 4

TASK (S):

001 Complete English Diagnostic Test and Assessment

INSTRUCTOR/STUDENT RATIO: 1:24 L; 1:24 EW; 1:4 D, PE, EP

SAFETY FACTORS: Routine

REFERENCES:

Correct Grammar, Hooper, Foot, etc, Writing Broadcast News, Block; Broadcast Writing Style Guide, DINFOS; Broadcast News (2nd Edition), M. Stephens; Broadcast Newswriting as Process, J. Weaver; Grammar for Journalists (3rd Edition), E. Callihan; When Words Collide (2nd Edition), L. Kessler & D. McDonald; Writing Broadcast News (2nd Edition), M. Block; A Pocket Guide to Correct Grammar (2nd Edition), Hopper, Gale & Foote; On Writing Well (5th Edition), William Zinsser; Television News, Fang; Television and Radio Writing, Field; Broadcast Copywriting, Orlik; Painless Grammar, 2nd Edition, R. Elliott; Good Grammar Made Easy, M. Steinmann and M The Complete Idiot's Guide to Grammar and Style, 2nd Edition, L Rozakis; Grammar Websites: <http://grammar.ccc.commnet.edu/grammar/>; www.jprof.com/

FUNCTIONAL AREA 2

BROADCAST WRITING

TPFN: DINFOS-BCC 002-002

UNIT TITLE: Fundamentals and Mechanics of Broadcast Writing

UNIT INTERMEDIATE TRAINING OBJECTIVE: The student participates in a fast-paced interactive basic grammar review of the eight parts of speech. Students then explore the construction, types, and functions of phrases and clauses. These principles are then applied to broadcast writing. Students also review the inflections and functions of verbs and examine the five factors they must consider when forming verbs. Students practice using the three-word focus statement to write effective news teases and lead. Students examine and evaluate sample teases and leads for form, content, and effectiveness. The student prepares for the first writing assignment by writing focus statements. They deploy that training in an in-class exercise, and a homework assignment that challenges them to examine information; select the main idea of the story, then express that information in a three-word focus statement. Students will use this technique when writing their broadcast news assignments. The skills practiced here are a benchmark frequently reinforced in this course. Knowledge and performance of these tasks are measured in follow-on units.

INSTRUCTIONAL TYPE AND HOURS: 17 L

TOTAL INSTRUCTIONAL HOURS: 17

TASK (S):

- 001 Define the broadcast style of writing
- 002 Develop treatment/commitment statement
- 003 Develop a news lead

INSTRUCTOR/STUDENT RATIO: 1:24 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: Routine

REFERENCES:

Correct Grammar, Hooper, Foot, etc Writing Broadcast News, Block; DINFOS Broadcast Writing Style Guide; Human-to-Human Communication, Feb 1999, Hildebrandt; Communicating With Strangers, 1997, Gudykunst & Kim; Broadcast News 2nd Edition, M. Stephens; Broadcast Newswriting as Process, J Weaver; Grammar for Journalists 3rd Edition, E Callihan; When Words Collide 2nd Edition, L. Kessler & D McDonald; A Pocket Guide to Correct Grammar 2nd Edition, Hopper, Gale & Foote; On Writing Well 5th Edition, William Zinsser; English Grammar for Students of Latin 2nd Edition, Goldman & Symanski; Painless Grammar, 2nd Edition, R. Elliott; Good Grammar Made Easy, M. Steinmann and M.; The Complete Idiot's Guide to Grammar and Style, 2nd Edition, L Rozakis

Grammar Websites: www.kent.k12.wa.us/curriculum/writing/elem_writing/Bib/Grammar.htm;
<http://grammar.ccc.commnet.edu/grammar/>; www.jprof.com/

FUNCTIONAL AREA 2
BROADCAST WRITING

TPFN: DINFOS-BCC 002-003

UNIT TITLE: News Story Writing

UNIT INTERMEDIATE TRAINING OBJECTIVE: Students explore the different levels of audiences: local, regional, and worldwide. Students also examine the Elements of News. Students develop and improve their broadcast writing skills by writing broadcast news stories. Students also identify how to conduct interviews, and how to write broadcast feature stories. Students use this knowledge to conduct a profile interview of a classmate, and use the information to write a broadcast feature. Students must achieve a minimum grade of 80 percent in order to meet assignment standards

INSTRUCTIONAL TYPE AND HOURS: 9.5 L, 11.5 EP

TOTAL INSTRUCTIONAL HOURS: 21

TASK (S):

- 001 Write a news story
- 002 Identify audience types and use of information products
- 003 Identify sources to conduct research

INSTRUCTOR/STUDENT RATIO: 1:24 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: Routine

REFERENCES:

Correct Grammar, Hooper, Foot, etc; Writing Broadcast News, Block; USDA Graduate Course: Managing Other Peoples Writing; Writing That Works, 1992, Roman and Raphaelson
Broadcast Voice Handbook, 2000, Utterback; Writing Broadcast News, 1997, Block
Broadcast News Writing and Reporting, 1996, Mayeux; Broadcast Newswriting As Process, Weaver
Grammar for Journalists, Callihan; When Words Collide, Kessler & McDonald
Broadcast News, 1993, Stephens (pp 131-156); DINFOS Broadcast Writing Style Guide
Painless Grammar, 2nd Edition, R. Elliott; Good Grammar Made Easy, M. Steinmann and M.
The Complete Idiot's Guide to Grammar and Style, 2nd Edition, L. Rozakis
Grammar Websites: www.kent.k12.wa.us/curriculum/writing/elem_writing/Bib/Grammar.htm;
<http://grammar.ccc.commnet.edu/grammar/>; www.jprof.com/

FUNCTIONAL AREA 2

BROADCAST WRITING

TPFN: DINFOS-BCC 002-004

UNIT TITLE: Selling and Information Spots

UNIT INTERMEDIATE TRAINING OBJECTIVE: In an in-class spot writing exercise students practice writing fundamentals and principles used to write radio spots. Overnight assignments allow the student to practice these fundamentals by writing one radio selling spot and one radio information spot. Students advance their spot-writing skills, and write Community Updates, and spots with non-voice elements. Students also examine the details of writing a spot for a worldwide AFRTS audience. In addition, students revisit the logistics of writing a hard news story with a soundbite. The final in-class review challenges students to use their accumulated broadcast writing knowledge and skills. Students work on a short deadline to write broadcast radio spots and news stories in a simulated “newsroom” environment. Students must achieve a minimum grade of 80 percent in order to meet assignment standards

INSTRUCTIONAL TYPE AND HOURS: 3 L, 8 EP

TOTAL INSTRUCTIONAL HOURS: 11

TASK (S):

- 001 Write and produce radio spots
- 002 Write selling and information spots
- 003 Identify how adding visual elements can enhance a script
- 004 Write a local news story
- 005 Define the broadcast style of writing (final review)

INSTRUCTOR/STUDENT RATIO: 1:24 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: Routine

REFERENCES:

Correct Grammar, Hooper, Foot, etc, Writing Broadcast News, Block; Foundations in Broadcasting, Willis; Modern News Reporting, Charnley; Radio and Television News, Brown and Jones

Radio and Television News Editing and Writing, Wimer and Brix; Television and Radio Writing, Fields; Broadcast News Writing and Reporting, 1996, Mayeux; Broadcast News, 1993, Stephens (pp 131-156); DINFOS Broadcast Writing Style Guide; Painless Grammar, 2nd Edition, R. Elliott Good Grammar Made Easy, M. Steinmann and M.; The Complete Idiot’s Guide to Grammar and Style, 2nd Edition, L. Rozakis

Grammar Websites: www.kent.k12.wa.us/curriculum/writing/elem_writing/Bib/Grammar.htm; <http://grammar.ccc.commnet.edu/grammar/>; www.jprof.com/

FUNCTIONAL AREA 3 OVERVIEW
BASIC ANNOUNCING SKILLS

TPFN: DINFOS-BCC-003

TERMINAL TRAINING OUTCOME: At the completion of this functional area, the student is able to perform broadcast news, sports and spot information pieces. The student knows the process of communication through broadcast performance. The principles of broadcast communication are applied to such functions as television and radio news announcing, sports announcing and music announcing. The student is prepared to perform as a video documentation and broadcast specialist in support of military public affairs missions worldwide as an apprentice (supervised). Students must achieve a minimum grade of 70 percent in order to meet assignment standards.

UNITS:

- 001 Audio Fundamentals
- 002 Basic Announcing Mechanics and Application
- 003 Basic Announcing Skills Practicum

TPFN HOURS AND TYPES:

- 18- Lecture (L)
- 13- Performance exercise (PE)
- 27- Performance exam (EP)

TPFN TOTAL HOURS: 58

FUNCTIONAL AREA 3
BASIC ANNOUNCING SKILLS

TPFN: DINFOS-BCC 003-001

UNIT TITLE: Audio Fundamentals

UNIT INTERMEDIATE TRAINING OBJECTIVE: Students practice recording voice using Cool Edit audio recording program; record audition newscasts and spots. Students identify the basic elements of local command information, where it is found, what makes stories broadcast newsworthy, and how to determine the order of importance for stories in a newscast. Students practice a variety of vocal delivery techniques for communicating news and spots information, and how these different techniques enhance the communication process. Students review where sound comes from, how to take care of their voice, and how to utilize breathing to support the voice as well as using proper projection and volume to simulate interpersonal conversations. Students must achieve a minimum grade of 70 percent in order to meet assignment standards.

INSTRUCTIONAL TYPE AND HOURS: 5 L

TOTAL INSTRUCTIONAL HOURS: 5

TASK (S):

- 001 Identify principles of broadcast announcing
- 002 Describe aspects of newsgathering and newscasting

INSTRUCTOR/STUDENT RATIO: 1:24 L; 1:6 D, PE, EP; 1:24 EW

SAFETY FACTORS: Routine

REFERENCES:

Broadcast Voice Handbook, 2nd Edition, Utterback; Fundamentals of Voice and Articulation, 12th Edition, Mayer; DINFOS Basic Announcing Skills Guide; There's Money Where Your Mouth Is, Clark; Voice and Diction, 5th Edition, Eisenson; Voice and Diction, Seidler and Bianchi
Breathing websites: <http://ispl.korea.ac.kr/~wikim/research/speech.html>;
www.mgh.org/education/health/better.html;
http://www.suite101.com/article.cfm/simple_living/24286/2

FUNCTIONAL AREA 3
BASIC ANNOUNCING SKILLS

TPFN: DINFOS-BCC 003-002

UNIT TITLE: Basic Announcing Mechanics and Application

UNIT INTERMEDIATE TRAINING OBJECTIVE: Students discuss dialects that interfere with communication, and how poor articulation prevents communication. Students also review how to correctly articulate words for clean, clear communication. Students find ideas in copy, maintain word grouping and breath mark broadcast copy. Students also edit, mark and prepare broadcast copy; analyze copy and review the importance of using paralanguage to enhance meaning for the listener. Students practice controlling emotions and fears in situations that may cause stress, which can impact the voice. Students identify the importance of covering local military sports and how to deliver the extra intensity and drama to convey those stories. Students prepare broadcast news copy and deliver a 2:00 newscast, meeting time and format requirements during graded announcing skills exercises. Students must achieve a minimum grade of 70 percent in order to meet assignment standards. After each student exercise, they receive an individual evaluation and critique.

INSTRUCTIONAL TYPE AND HOURS: 10 L, 6 PE

TOTAL INSTRUCTIONAL HOURS: 16

TASK (S):

- 001 Describe how to prepare copy
- 002 Identify principles of broadcast announcing
- 003 Deliver spots and news products

INSTRUCTOR/STUDENT RATIO: 1:24 L; 1:6 D, PE, EP; 1:24 EW

SAFETY FACTORS: Routine

REFERENCES:

Broadcast Voice Handbook, 2nd Edition, Utterback; Fundamentals of Voice and Articulation, 12th Edition, Mayer; DINFOS Basic Announcing Skills Guide; There's Money Where Your Mouth Is, Clark; Voice and Diction, 5th Edition, Eisenson; Voice and Diction, Seidler and Bianchi
<http://ispl.korea.ac.kr/~wikim/research/speech.html>; www.mgh.org/education/health/better.html;
http://www.suite101.com/article.cfm/simple_living/24286/2

FUNCTIONAL AREA 3
BASIC ANNOUNCING SKILLS

TPFN: DINFOS-BCC 003-003

UNIT TITLE: Basic Announcing Skills Practicum

UNIT INTERMEDIATE TRAINING OBJECTIVE: Students prepare, practice, and perform a variety of broadcast products. Students practice how to find the ideas in copy, maintain word grouping and how to breath mark broadcast copy. Additionally they use those breath marks to enhance communication. Students also edit broadcast copy, mark and prepare broadcast copy, analyze copy and review the importance of using paralanguage to enhance meaning for the listener. Students use the four-step-process: edit copy, breath marking, analyze copy, and rehearse. Students prepare broadcast news copy and deliver a 2:00 newscast meeting time and format requirements during graded announcing skills exercises. Students must achieve a minimum grade of 70 percent in order to meet assignment standards. After each student exercise, they receive an individual evaluation and critique.

INSTRUCTIONAL TYPE AND HOURS: 3 L, 7 PE, 27 EP

TOTAL INSTRUCTIONAL HOURS: 37

TASK (S):

- 001 Deliver spots and news products
- 002 Identify principles of broadcast announcing

INSTRUCTOR/STUDENT RATIO: 1:24 L; 1:6 D, PE, EP; 1:24 EW

SAFETY FACTORS: Routine

REFERENCES:

Broadcast Voice Handbook, 2nd Edition, Utterback; Fundamentals of Voice and Articulation, 12th Edition, Mayer; DINFOS Basic Announcing Skills Guide; There's Money Where Your Mouth Is, Clark; Voice and Diction, 5th Edition, Eisenson; Voice and Diction, Seidler and Bianchi
<http://ispl.korea.ac.kr/~wikim/research/speech.html>; www.mgh.org/education/health/better.html;
http://www.suite101.com/article.cfm/simple_living/24286/2

FUNCTIONAL AREA 4 OVERVIEW
RADIO BROADCAST SKILLS

TPFN: DINFOS-BCC-004

TERMINAL TRAINING OUTCOME: At the completion of this functional area, the student is able to deliver various radio shows and examine the principles of recording and editing. The student has refined his/her news and spot information writing and voice delivery skills. Additionally, students have completed studio projects using state-of-the-art broadcast equipment. Students must achieve a minimum grade of 70 percent in order to meet assignment standards.

UNITS:

- 001 Basic Principles of Radio Production
- 002 Operation of the Radio Control Room
- 003 Radio Production Skills
- 004 Newscast Preparation and Production
- 005 Radio Spot Production
- 006 Music Show Production and Programming
- 007 Produce a Music Show
- 008 Produce a Music Show Practicum

TPFN HOURS AND TYPES:

- | | |
|--------------------------|------|
| 19- Lecture | (L) |
| 22- Demonstration | (D) |
| 41- Performance exercise | (PE) |
| 41- Performance exam | (EP) |

TPFN TOTAL HOURS: 123

FUNCTIONAL AREA 4
RADIO BROADCAST SKILLS

TPFN: DINFOS-BCC 004-001

UNIT TITLE: Basic Principles of Radio Production

UNIT INTERMEDIATE TRAINING OBJECTIVE: Students are introduced to the basic principles, procedures, techniques, and terminology of radio production. The student begins immersion into the radio skills functional area with rudimentary production requirements. The student focuses on production planning, writing formats, and the functions of editing. Students receive feedback to reinforce this foundation and student knowledge and performance is measured in follow-on units.

INSTRUCTIONAL TYPE AND HOURS: 4 L, 3 D, 5 PE

TOTAL INSTRUCTIONAL HOURS: 12

TASK (S):

- 001 Identify audio production methods
- 002 Identify sound gathering techniques and principles
- 003 Identify methods of classifying, safeguarding, releasing, storing, distributing classified media
- 004 Demonstrate placement of microphones
- 005 Perform as radio show host
- 006 Prepare, conduct, and edit an interview
- 007 Produce a local radio news story with soundbite
- 008 Produce a local radio newscast

INSTRUCTOR/STUDENT RATIO: 1:12 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: Routine

REFERENCES:

Jones, G. (2005) A Broadcast Engineering Tutorial For Non-Engineers (3rd ed.), p87-89 Burlington, MA Focal Press, Elsevier, Inc; Hausman, Benoit and O'Donnell (2000) Modern Radio Production (5th ed.), p103-119 Belmont, CA Wadsworth/Thomas Learning; Biagi, (1992), Interviews That Work, (2nd ed) p6, 7 Belmont, CA, Wadsworth Publishing Company; DoD 5200.1-R, "Information Security Program"; Radio Student Guide, Section 1, Chapter 2; Radio Student Guide, Section 1, Chapter 5; Radio Student Guide, Section 2, Chapter 2, 3, and 4.; Radio Student Guide, Section 3, Chapter 1; DINFOS Radio Broadcasting Skills Student Guide; DINFOS Broadcast Writing Style Guide

FUNCTIONAL AREA 4
RADIO BROADCAST SKILLS

TPFN: DINFOS-BCC 004-002

UNIT TITLE: Operation of the Radio Control Room

UNIT INTERMEDIATE TRAINING OBJECTIVE: The student practices operating a control console in a broadcast radio suite. Individual feedback is provided for the news lead-in that the student prepares and reads with the instructor also seated at the console. Knowledge and performance of these tasks are measured in follow-on units

INSTRUCTIONAL TYPE AND HOURS: 3 L, 5 D

TOTAL INSTRUCTIONAL HOURS: 8

TASK (S):

- 001 Operate audio console/mixer
- 002 Operate telephone interface
- 003 Explain microphone operating types and principles, patterns and placement
- 004 Explain audio sweetening production methods
- 005 Perform audio editing

INSTRUCTOR/STUDENT RATIO: 1:12 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: Routine

REFERENCES:

Radio Student Guide, Section 1, Chapter 5; Radio Student Guide, Section 2, Chapter 8
Radio Student Guide, Section 4, Chapter 1-2; DINFOS Broadcast Writing Style Guide
DINFOS Radio Skills Student Guide; Jones, G. (2005) A Broadcast Engineering Tutorial For Non-Engineers (3rd ed.), p87-89 Burlington, MA. Focal Press, Elsevier, Inc.; Hausman, Benoit and O'Donnell (2000). Modern Radio Production (5th ed.), p103-119. Belmont, CA. Wadsworth/Thomas Learning.

FUNCTIONAL AREA 4
RADIO BROADCAST SKILLS

TPFN: DINFOS-BCC 004-003

UNIT TITLE: Radio Production Skills

UNIT INTERMEDIATE TRAINING OBJECTIVE: Student completes a radio interview exercise, conducts, and edits the product (un-graded/individual critique provided). In addition, the student is led through the first newscast/sportscast demonstration and task-step exercise. Knowledge and performance of these tasks are measured in follow-on units

INSTRUCTIONAL TYPE AND HOURS: 1 D, 7 PE

TOTAL INSTRUCTIONAL HOURS: 8

TASK (S):

- 001 Prepare, conduct, and edit an interview
- 002 Produce a local radio newscast

INSTRUCTOR/STUDENT RATIO: 1:12 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: Routine

REFERENCES:

Broadcast Writing Style Guide, DINFOS; Radio Skills Student Guide, DINFOS; Biagi, (1992), Interviews That Work, (2nd ed) p6, 7 Belmont, CA, Wadsworth Publishing Company

FUNCTIONAL AREA 4
RADIO BROADCAST SKILLS

TPFN: DINFOS-BCC 004-004

UNIT TITLE: Newscast Preparation and Production

UNIT INTERMEDIATE TRAINING OBJECTIVE: The student develops a radio news lead-in, produces a local radio newscast (this includes a local news fact sheet story and a pre-written news story), produce a radio sportscast, and writes and produces a wrapper. Each performance is individually critiqued with the student. The student is given an assignment in advance to develop a news radio production. Students must achieve a minimum grade of 70 percent in order to meet assignment standards.

INSTRUCTIONAL TYPE AND HOURS: 1 L, 5 PE, 18 EP

TOTAL INSTRUCTIONAL HOURS: 24

TASK (S):

- 001 Identify basic troubleshooting techniques of audio recording
- 002 Write local news story
- 003 Produce local radio news story with soundbite
- 004 Produce local radio newscast
- 005 Prepare, conduct and edit an interview

INSTRUCTOR/STUDENT RATIO: 1:12 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: Routine

REFERENCES:

Broadcast Writing Style Guide, DINFOS; Radio Skills Student Guide, DINFOS; Hausman, Benoit and O'Donnell (2000) Modern Radio Production (5th ed.) p103-119. Belmont, CA. Wadsworth/Thomas Learning.

FUNCTIONAL AREA 4
RADIO BROADCAST SKILLS

TPFN: DINFOS-BCC 004-005

UNIT TITLE: Radio Spot Production

UNIT INTERMEDIATE TRAINING OBJECTIVE: The student practices the functions and methods of producing a radio spot. An instructor demonstrates and explains various procedures and techniques that the student will be practicing and performing during audio production of spots. This instruction is foundation building, and the student's ability to perform these tasks is measured in follow-on performances.

INSTRUCTIONAL TYPE AND HOURS: 5 L, 3 D

TOTAL INSTRUCTIONAL HOURS: 8

TASK (S):

- 001 Describe methodology of radio spot writing and announcing
- 002 Perform non-linear audio mixing and gain adjustments
- 003 Demonstrate audio production methods
- 004 Write and produce radio spot

INSTRUCTOR/STUDENT RATIO: 1:12 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: Routine

REFERENCES:

DINFOS Broadcast Writing Style Guide; Radio Student Guide, Section 1, chapter 6
Radio Student Guide, Section 2, Chapter 5; Radio Student Guide, Section 3, chapter 4
Cool Edit Pro 2.0 Help Menu; AV Air Basic Usage

FUNCTIONAL AREA 4
RADIO BROADCAST SKILLS

TPFN: DINFOS-BCC 004-006

UNIT TITLE: Music Show Production and Programming

UNIT INTERMEDIATE TRAINING OBJECTIVE: Student knowledge and exposure to music show programming and production is expanded to a wider range of procedures and techniques. Knowledge and performance of these tasks are measured in follow-on units

INSTRUCTIONAL TYPE AND HOURS: 6 L, 2 D

TOTAL INSTRUCTIONAL HOURS: 8

TASK (S):

- 001 Describe ad-libbing techniques
- 002 Explain fundamentals of radio automation systems
- 003 Identify radio day-parting, music formats and programming elements
- 004 Describe principles of music management system

INSTRUCTOR/STUDENT RATIO: 1:12 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: Routine

REFERENCES:

DoD Directive 5120.20R; Radio Student Guide, Section 1, Chapter 8; AFRTS-BC Web Site
Radio Student Guide, Section 1, Chapter 9; Radio Student Guide, Section 1, Chapter 9-10
Radio Student Guide, Section 2, Chapter 5-7 & 9; Audio Vault Help Feature; Powergold Music
Software Help Function; Cool Edit Pro 2.0 Help Menu; AV Air Basic Usage

FUNCTIONAL AREA 4
RADIO BROADCAST SKILLS

TPFN: DINFOS-BCC 004-007

UNIT TITLE: Produce a Music Show

UNIT INTERMEDIATE TRAINING OBJECTIVE: Students plan, produce, and perform a music show. This performance is graded and critiqued to the standard of performance checklist in accordance with the instructional references, demonstrated criteria, and several practice sessions. Knowledge and performance of these tasks are measured in follow-on units.

INSTRUCTIONAL TYPE AND HOURS: 8 D, 24 PE

TOTAL INSTRUCTIONAL HOURS: 32

TASK (S):

001 Produce a local radio show

INSTRUCTOR/STUDENT RATIO: 1:12 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: Routine

REFERENCES:

DINFOS Radio Broadcasting Skills Student Guide; Radio Student Guide, Section 1, chapter 9-10
Instructor handouts; www.tmjones.com; Cool Edit Pro 2.0 Help Menu; AV Air Basic Usage

FUNCTIONAL AREA 4
RADIO BROADCAST SKILLS

TPFN: DINFOS-BCC 004-008

UNIT TITLE: Produce a Music Show Practicum

UNIT INTERMEDIATE TRAINING OBJECTIVE: The student plans, produces, and performs a music show. This performance is graded and critiqued to the standard of the performance checklist in accordance with the instructional references, demonstrated criteria, and several practice sessions. Students must achieve a minimum grade of 70 percent in order to meet assignment standards.

INSTRUCTIONAL TYPE AND HOURS: 23 EP

TOTAL INSTRUCTIONAL HOURS: 23

TASK (S):

- 001 Operate an audio console/mixer
- 002 Produce a local radio show

INSTRUCTOR/STUDENT RATIO: 1:24 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: Routine

REFERENCES:

DINFOS Broadcast Writing Style Guide; DINFOS Radio Broadcasting Skills Student Guide
Cool Edit Pro 2.0 Help Menu; AV Air Basic Usage

FUNCTIONAL AREA 5 OVERVIEW
INTRODUCTION TO VIDEO AND EDITING SKILLS

TPFN: DINFOS-BCC-005

TERMINAL TRAINING OUTCOME: At the completion of this functional area, the student is able to identify the elements of electronic journalism and video documentation, with an emphasis placed on safety and security balanced with the mission requirements of a television broadcaster and a military videographer. Students review the theory and practice of post-production methods and aesthetics, emphasizing narrative continuity techniques. Additionally, students receive intensive practical experience in studies of camera, lighting, captioning, and editing. The student will employ basic editing, camera, tripod, and lighting skills. The student will perform captioning and establish accountability of video products. Students must achieve a minimum grade of 70 percent in order to meet assignment standards.

UNITS:

- 001 Introduction to Video
- 002 Introduction to Video Cameras
- 003 Non-Linear Editing Techniques
- 004 Pictorial Continuity
- 005 Non-Linear Editing Techniques II
- 006 Introduction to Visual Storytelling and Shot Selection
- 007 Optics
- 008 Shoot and Edit a Performance Scenario
- 009 Principles of Lighting
- 010 Shoot, Pan, and Tilt

TPFN HOURS AND TYPES:

23- Lecture	(L)
8- Demonstration	(D)
48- Performance exercise	(PE)
13- Performance exam	(EP)
2 - Written Exam	(EW)

TPFN TOTAL HOURS: 94

FUNCTIONAL AREA 5
INTRODUCTION TO VIDEO AND EDITING SKILLS

TPFN: DINFOS-BCC 005-001

UNIT TITLE: Introduction to Video

UNIT INTERMEDIATE TRAINING OBJECTIVE: In the introduction to video unit, students identify the role of the military broadcaster and videographer. They identify audience types; use of information products; methods of classifying, safeguarding, releasing, as well as, storing and distributing classified media. The students participate in a thorough discussion of the video block with emphasis on student expectations, objectives, and the student performance requirements in the final block of instruction. Knowledge and performance of these tasks are measured in follow-on units.

INSTRUCTIONAL TYPE AND HOURS: 8 L

TOTAL INSTRUCTIONAL HOURS: 8

TASK (S):

- 001 Identify audience types and use of information products
- 002 Identify methods of classifying, safeguarding, releasing, storing and distributing classified media
- 003 Identify laws and regulations applicable to public affairs and visual information operations
- 004 Develop a news lead
- 005 Write a news story
- 006 Write, shoot, narrate, and edit voiceovers. VOSOT's, and news packages with and without stand-ups
- 007 Demonstrate the concept of storytelling to include writing to video and nat sound
- 008 Explain basic electrical principles

INSTRUCTOR/STUDENT RATIO: 1:12 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: Routine

REFERENCES:

Video Field Production and Editing, Sixth Edition, Compesi; Television Production Handbook, Seventh Edition, Zettl; Television Field Production and Reporting, Fourth Edition, Shook; How to Shoot a Movie and Video Story, 1985, Gaskill and Englander; The Five C's of Cinematography, 1965, Mascelli; Editing with Avid Xpress Pro and Avid Xpress DV, 2004; Adobe Premiere CS3 User Guide

FUNCTIONAL AREA 5
INTRODUCTION TO VIDEO AND EDITING SKILLS

TPFN: DINFOS-BCC 005-002

UNIT TITLE: Introduction to Video Cameras

UNIT INTERMEDIATE TRAINING OBJECTIVE: Students examine the anatomy of an Electronic News Gathering (ENG) camera. This includes the internal parts of a video camera such as the beam splitter, charged-coupled device, and video processor. The student will perform camera white balance, adjust shutter speed, adjust zebras, select the correct filter, and properly use gain. Students will also do minor operator maintenance. Knowledge and performance of these tasks are measured in follow-on units.

INSTRUCTIONAL TYPE AND HOURS: 2 L, 2D, 2 PE

TOTAL INSTRUCTIONAL HOURS: 6

TASK (S):

- 001 Explain types of camera stabilization
- 002 Demonstrate use of camera functions (white balance, shutter, zebras, filters, gain)
- 003 Demonstrate manual/auto focus techniques
- 004 Demonstrate manual/servo zoom techniques
- 005 Demonstrate use of macro
- 006 Demonstrate use of tripods
- 007 Explain basic operator maintenance
- 008 Adjust back focus
- 009 Clean record heads on camera

INSTRUCTOR/STUDENT RATIO: 1:12 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: The student follows all manufacturers' safety recommendations when operating videographic equipment and accessories. Emphasis is placed on personal safety, prevention of electrical shock, and avoiding misuse of equipment provided.

REFERENCES: Video Field Production and Editing, Sixth Edition, Compesi; Television Production Handbook, Seventh Edition, Zettl; Television Field Production and Reporting, Fourth Edition, Shook; How to Shoot a Movie and Video Story, 1985, Gaskill and Englander; The Five C's of Cinematography, 1965, Mascelli; Editing with Avid Xpress Pro and Avid Xpress DV, 2004; Adobe Premiere CS3 User Guide

FUNCTIONAL AREA 5
INTRODUCTION TO VIDEO AND EDITING SKILLS

TPFN: DINFOS-BCC 005-003

UNIT TITLE: Non-Linear Editing Techniques

UNIT INTERMEDIATE TRAINING OBJECTIVE: Students practice using various videographic editing systems with emphasis on the technical aspects of video editing. Students review video concepts, linear, and non-linear editing systems as well as media management procedures. Knowledge and performance of these tasks are measured in follow-on units.

INSTRUCTIONAL TYPE AND HOURS: 1 L, 1 D, 2 PE

TOTAL INSTRUCTIONAL HOURS: 4

TASK (S):

- 001 Explain multi-camera shooting
- 002 Compose, shoot and edit soundbites
- 003 Write, storyboard, shoot, narrate and edit spots
- 004 Write, shoot, narrate, and edit voiceovers. VOSOT's, and news packages with and without stand-ups
- 005 Demonstrate basic editing fundamentals (compression, exporting, importing, transitions, DVD authoring)

INSTRUCTOR/STUDENT RATIO: 1:12 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: The student follows all manufacturers' safety recommendations when operating videographic equipment and accessories. Emphasis is placed on personal safety, prevention of electrical shock, and avoiding misuse of equipment provided.

REFERENCES: Video Field Production and Editing, Sixth Edition, Compesi; Television Production Handbook, Seventh Edition, Zettl; Television Field Production and Reporting, Fourth Edition, Shook; How to Shoot a Movie and Video Story, 1985, Gaskill and Englander; The Five C's of Cinematography, 1965, Mascelli; Editing with Avid Xpress Pro and Avid Xpress DV, 2004; Adobe Premiere CS3 User Guide

FUNCTIONAL AREA 5
INTRODUCTION TO VIDEO AND EDITING SKILLS

TPFN: DINFOS-BCC 005-004

UNIT TITLE: Pictorial Continuity

UNIT INTERMEDIATE TRAINING OBJECTIVE: Students practice using various videographic editing systems with emphasis on the technical aspects of video editing. Students review video concepts, linear, and non-linear editing systems as well as media management procedures. Knowledge and performance of these tasks are measured in follow-on units.

INSTRUCTIONAL TYPE AND HOURS: 1 L, 1 D, 8 PE

TOTAL INSTRUCTIONAL HOURS: 10

TASK (S):

- 001 Identify how adding visual elements enhances script
- 002 Explain types of lenses and functions
- 003 Compose, shoot and edit soundbites
- 004 Demonstrate the concept of storytelling to include writing to video and nat sound

INSTRUCTOR/STUDENT RATIO: 1:12 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: The student follows all manufacturers' safety recommendations when operating videographic equipment and accessories. Emphasis is placed on personal safety, prevention of electrical shock, and avoiding misuse of equipment provided.

REFERENCES: Video Field Production and Editing, Sixth Edition, Compesi; Television Production Handbook, Seventh Edition, Zettl; Television Field Production and Reporting, Fourth Edition, Shook; How to Shoot a Movie and Video Story, 1985, Gaskill and Englander; The Five C's of Cinematography, 1965, Mascelli; Editing with Avid Xpress Pro and Avid Xpress DV, 2004; Adobe Premiere CS3 User Guide

FUNCTIONAL AREA 5
INTRODUCTION TO VIDEO AND EDITING SKILLS

TPFN: DINFOS-BCC 005-005

UNIT TITLE: Non-Linear Editing Techniques II

UNIT INTERMEDIATE TRAINING OBJECTIVE: Students practice using various videographic editing systems with emphasis on the technical aspects of video editing. Students review video concepts, linear, and non-linear editing systems as well as media management procedures. Skills are practiced, graded, and critiqued in follow-on units.

INSTRUCTIONAL TYPE AND HOURS: 1 L, 1 D

TOTAL INSTRUCTIONAL HOURS: 2

TASK (S):

- 001 Explain multi-camera shooting
- 002 Compose, shoot and edit soundbites
- 003 Write, storyboard, shoot, narrate and edit spots
- 004 Write, shoot, narrate, and edit voiceovers. VOSOT's, and news packages with and without stand-ups
- 005 Explain combining, trimming, correcting and building techniques
- 006 Demonstrate basic editing fundamental (compression, exporting, importing transitions, DVD authoring)
- 007 Create graphics and titles in editing process

INSTRUCTOR/STUDENT RATIO: 1:12 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: Routine

REFERENCES: Video Field Production and Editing, Sixth Edition, Compesi; Television Production Handbook, Seventh Edition, Zettl; Television Field Production and Reporting, Fourth Edition, Shook; How to Shoot a Movie and Video Story, 1985, Gaskill and Englander; The Five C's of Cinematography, 1965, Mascelli; Editing with Avid Xpress Pro and Avid Xpress DV, 2004; Adobe Premiere CS3 User Guide

FUNCTIONAL AREA 5
INTRODUCTION TO VIDEO AND EDITING SKILLS

TPFN: DINFOS-BCC 005-006

UNIT TITLE: Introduction to Visual Storytelling and Shot Selection

UNIT INTERMEDIATE TRAINING OBJECTIVE: Students identify how camera and subject placement impacts how the audience understands a scene. Additionally, they discuss the importance of overlapping action while shooting emphasis is on visualizing the final edited product. Students practice variations of basic sequences, along with pacing and timing shooting techniques. They will also identify how to use screen direction changes with a focus on visualizing the final edited product. Cut-ins and cut-aways are also examined as a means to mask changes in screen direction, matching action problems, and bring more detail to a story. Student will demonstrate their knowledge of visual storytelling using the skills learned in previous units, to include center of interest, overlapping action, and cut-ins and cut-aways. Students must achieve a minimum grade of 70 percent in order to meet assignment standards.

INSTRUCTIONAL TYPE AND HOURS: 4 L, 4 PE, 5 EP

TOTAL INSTRUCTIONAL HOURS: 13

TASK (S):

- 001 Demonstrate video fundamental techniques
- 002 Prepare, shoot, caption, and edit multimedia products
- 003 Unit performance exam

INSTRUCTOR/STUDENT RATIO: 1:12 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: The student follows all manufacturers' safety recommendations when operating videographic equipment and accessories. Emphasis is placed on personal safety, prevention of electrical shock, and avoiding misuse of equipment provided.

REFERENCES: Video Field Production and Editing, Sixth Edition, Compesi; Television Production Handbook, Seventh Edition, Zettl; Television Field Production and Reporting, Fourth Edition, Shook; How to Shoot a Movie and Video Story, 1985, Gaskill and Englander; The Five C's of Cinematography, 1965, Mascelli; Editing with Avid Xpress Pro and Avid Xpress DV, 2004; Adobe Premiere CS3 User Guide; Shook, Frederick, Television Field Production and Reporting, 3rd ed., New York, NY: Addison Wesley Longman, Inc., 2000, chap. 3
Zettl, Herbert Television Production Handbook, 7th ed., Belmont, CA: Wadsworth Publishing Company, 2000, chap. 13

FUNCTIONAL AREA 5
INTRODUCTION TO VIDEO AND EDITING SKILLS

TPFN: DINFOS-BCC 005-007

UNIT TITLE: Optics

UNIT INTERMEDIATE TRAINING OBJECTIVE: Students perform basic camera and lens operation and maintenance. This includes, using macro focus, using auto and manual focus, and using various zoom techniques to enhance the video product. Additionally, students will be able to identify the various types of camera lenses and their functions. Knowledge and performance of these tasks are measured in follow-on units.

INSTRUCTIONAL TYPE AND HOURS: 3 L, 8 PE

TOTAL INSTRUCTIONAL HOURS: 11

TASK (S):

- 001 Explain types of lenses and functions
- 002 Demonstrate manual/auto focus techniques
- 003 Demonstrate manual/servo zoom techniques
- 004 Demonstrate use of macro

INSTRUCTOR/STUDENT RATIO: 1:12 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: The student follows all manufacturers' safety recommendations when operating videographic equipment and accessories. Emphasis is placed on personal safety, prevention of electrical shock, and avoiding misuse of equipment provided.

REFERENCES: Video Field Production and Editing, Sixth Edition, Compesi; Television Production Handbook, Seventh Edition, Zettl; Television Field Production and Reporting, Fourth Edition, Shook; How to Shoot a Movie and Video Story, 1985, Gaskill and Englander; The Five C's of Cinematography, 1965, Mascelli; Editing with Avid Xpress Pro and Avid Xpress DV, 2004; Adobe Premiere CS3 User Guide

FUNCTIONAL AREA 5
INTRODUCTION TO VIDEO AND EDITING SKILLS

TPFN: DINFOS-BCC 005-008

UNIT TITLE: Shoot and Edit a Performance Scenario

UNIT INTERMEDIATE TRAINING OBJECTIVE: Students shoot and edit an extended sequence. During the exercise, students are graded on shot composition, white balance and filter selection, iris adjustment, action axis, and cutaways. Students are also evaluated on their ability during the editing process to achieve matching action, avoid jump cuts, incorporate cut-aways, and tell a story visually. Students must achieve a minimum grade of 70 percent in order to meet assignment standards.

INSTRUCTIONAL TYPE AND HOURS: 8 PE, 8 EP

TOTAL INSTRUCTIONAL HOURS: 16

TASK (S):

- 001 Demonstrate use of camera functions (white balance, shutter, zebras, filters, gain)
- 002 Demonstrate manual/auto focus techniques
- 003 Demonstrate manual/servo zoom techniques
- 004 Demonstrate use of macro
- 005 Demonstrate use of tripods
- 006 Demonstrate video fundamental techniques
- 007 Demonstrate basic editing fundamental (compression, exporting, importing transitions, DVD authoring)
- 008 Create graphics and titles in editing process
- 009 Unit performance exam

INSTRUCTOR/STUDENT RATIO: 1:12 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: The student follows all manufacturers' safety recommendations when operating videographic equipment and accessories. Emphasis is placed on personal safety, prevention of electrical shock, and avoiding misuse of equipment provided.

REFERENCES: Video Field Production and Editing, Sixth Edition, Compesi; Television Production Handbook, Ninth Edition, Zettl; Television Field Production and Reporting, Fourth Edition, Shook; How to Shoot a Movie and Video Story, 1985, Gaskill and Englander; The Five C's of Cinematography, 1965, Mascelli; Editing with Avid Xpress Pro and Avid Xpress DV, 2004; Adobe Premiere CS3 User Guide; Adobe Premiere Pro CS3 Classroom in a Book, 2008, Adobe Press.

FUNCTIONAL AREA 5
INTRODUCTION TO VIDEO AND EDITING SKILLS

TPFN: DINFOS-BCC 005-009

UNIT TITLE: Principles of Lighting

UNIT INTERMEDIATE TRAINING OBJECTIVE: Students practice using aesthetic lighting for television. Students will demonstrate through various exercises the impact that proper lighting can have on the overall mood of a production and create the impression of three dimensions in a two-dimensional medium. Students must achieve a minimum grade of 70 percent in order to meet assignment standards.

INSTRUCTIONAL TYPE AND HOURS: 2 L, 2 D, 12 PE, 2EW

TOTAL INSTRUCTIONAL HOURS: 18

TASK (S):

- 001 Explain color correction techniques
- 002 Explain special effects lighting techniques
- 003 Explain theories and principles of lighting
- 004 Explain lighting safety principles
- 005 Demonstrate use of camera functions (white balance, shutter, zebras, filters, gain)
- 006 Demonstrate use of lighting control methods
- 007 Demonstrate one, two and three point lighting
- 008 Demonstrate use of portable lighting
- 009 Demonstrate lighting safety
- 010 Unit written exam

INSTRUCTOR/STUDENT RATIO: 1:12 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: The student follows all manufacturers' safety recommendations when operating videographic equipment and accessories. Emphasis is placed on personal safety, prevention of electrical shock, and avoiding misuse of equipment provided.

REFERENCES: Video Field Production and Editing, Sixth Edition, Compesi; Television Production Handbook, Seventh Edition, Zettl; Television Field Production and Reporting, Fourth Edition, Shook; How to Shoot a Movie and Video Story, 1985, Gaskill and Englander; The Five C's of Cinematography, 1965, Mascelli; Editing with Avid Xpress Pro and Avid Xpress DV, 2004; Adobe Premiere CS3 User Guide

FUNCTIONAL AREA 5
INTRODUCTION TO VIDEO AND EDITING SKILLS

TPFN: DINFOS-BCC 005-010

UNIT TITLE: Shoot, Pan, and Tilt

UNIT INTERMEDIATE TRAINING OBJECTIVE: Students perform basic camera movements to include panning, tilting, and compound movements. Additionally, students examine the motivation for panning and tilting and practice this during a performance exercise Knowledge and performance of these tasks are measured in follow-on units.

INSTRUCTIONAL TYPE AND HOURS: 1 L, 1 D, 4 PE

TOTAL INSTRUCTIONAL HOURS: 6

TASK (S):

- 001 Explain types of camera stabilization
- 002 Demonstrate use of tripods
- 003 Demonstrate video fundamental techniques

INSTRUCTOR/STUDENT RATIO: 1:12 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: The student follows all manufacturers' safety recommendations when operating videographic equipment and accessories. Emphasis is placed on personal safety, prevention of electrical shock, and avoiding misuse of equipment provided.

REFERENCES: Video Field Production and Editing, Sixth Edition, Compesi; Television Production Handbook, Ninth Edition, Zettl; Television Field Production and Reporting, Fourth Edition, Shook; How to Shoot a Movie and Video Story, 1985, Gaskill and Englander; The Five C's of Cinematography, 1965, Mascelli; Editing with Avid Xpress Pro and Avid Xpress DV, 2004; Adobe Premiere CS3 User Guide; Adobe Premiere Pro CS3 Classroom in a Book, 2008, Adobe Press.

FUNCTIONAL AREA 6 OVERVIEW
VIDEO STORYTELLING, DOCUMENTATION AND COMPOSITION SKILLS

TPFN: DINFOS-BCC-006

TERMINAL TRAINING OUTCOME: At the completion of this functional area, the student will be able to perform non-linear editing, gather data, record audio and video, and tell a story as a videographer or broadcaster. Students will explore the practical, technical, and aesthetic aspects of visual video storytelling, to help them discover ways to improve video projects. Students write and adapt stories for various audiences using non-linear storytelling methods, and discuss how audio, video, and interactive elements can complement and enhance news for their audiences. Additionally, students will research, write and report different forms of electronic news stories including voiceovers and packages within a framework of news judgment and news ethics. Students will become familiar with the basics of shooting and editing electronic news stories. Students must achieve a minimum grade of 70 percent in order to meet assignment standards.

UNITS:

- 001 Visual Storytelling
- 002 Audio Techniques
- 003 Microphone and Audio Practicum
- 004 News Writing for Electronic News Gathering (ENG)
- 005 Contingency Operations
- 006 Visual Information Administration
- 007 Studio Operations
- 008 Exporting Media

TPFN HOURS AND TYPES:

20- Lecture	(L)
7- Demonstration	(D)
66- Performance exercise	(PE)
24- Performance exam	(EP)
2 - Written Exam	(EW)

TPFN TOTAL HOURS: 119

FUNCTIONAL AREA 6
VIDEO STORYTELLING, DOCUMENTATION AND COMPOSITION SKILLS

TPFN: DINFOS-BCC 006-001

UNIT TITLE: Visual Storytelling

UNIT INTERMEDIATE TRAINING OBJECTIVE: Students identify how camera and subject placement impacts how the audience understands a scene. Additionally, they discuss the importance of overlapping action while shooting emphasis is on visualizing the final edited product. Students practice variations of basic sequences, along with pacing and timing shooting techniques. They will also identify how to use screen direction changes with a focus on visualizing the final edited product. Cut-ins and cut-aways are also examined as a means to mask changes in screen direction, matching action problems, and bring more detail to a story. Student will demonstrate their knowledge of visual storytelling using the skills learned in previous units, to include center of interest, overlapping action, and cut-ins and cut-aways. Knowledge and performance of these tasks are measured in follow-on units..

INSTRUCTIONAL TYPE AND HOURS: 5 L, 1 D, 10 PE

TOTAL INSTRUCTIONAL HOURS: 16

TASK (S):

- 001 Demonstrate video fundamental techniques
- 002 Explain combining, trimming, correcting and building techniques
- 003 Demonstrate use of camera functions (white balance, shutter, zebras, filters, gain)
- 004 Demonstrate manual/auto focus techniques
- 005 Demonstrate manual/servo zoom techniques
- 006 Demonstrate use of tripods
- 007 Demonstrate basic editing fundamentals (compression, exporting, importing, transitions, DVD authoring)
- 008 Create graphics and titles in editing process
- 009 Demonstrate the concept of storytelling to include writing to video and nat sound
- 010 Write a news story
- 011 Write, shoot, narrate, and edit voiceovers. VOSOT's, and news packages with and without stand-ups

INSTRUCTOR/STUDENT RATIO: 1:12 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: The student follows all manufacturers' safety recommendations when operating videographic equipment and accessories. Emphasis is placed on personal safety, prevention of electrical shock, and avoiding misuse of equipment provided.

REFERENCES: Video Field Production and Editing, Sixth Edition, Compesi; Television Production Handbook, Seventh Edition, Zettl; Television Field Production and Reporting, Fourth Edition, Shook; How to Shoot a Movie and Video Story, 1985, Gaskill and Englander;

The Five C's of Cinematography, 1965, Mascelli; Editing with Avid Xpress Pro and Avid Xpress DV, 2004; Adobe Premiere CS3 User Guide; Shook, Frederick, Television Field Production and Reporting, 3rd ed., New York, NY: Addison Wesley Longman, Inc., 2000, chap. 3
Zettl, Herbert Television Production Handbook, 7th ed., Belmont, CA: Wadsworth Publishing Company, 2000, chap. 13

FUNCTIONAL AREA 6
VIDEO STORYTELLING, DOCUMENTION AND COMPOSITION SKILLS

TPFN: DINFOS-BCC 006-002

UNIT TITLE: Audio Techniques

UNIT INTERMEDIATE TRAINING OBJECTIVE: Students demonstrate how to use the fundamentals of sound in video production. Areas covered include types of microphones, patterns and placement, interview techniques, and the different uses of microphones. Knowledge and performance of these tasks are measured in follow-on units.

INSTRUCTIONAL TYPE AND HOURS: 3 L, 3 D, 10 PE

TOTAL INSTRUCTIONAL HOURS: 16

TASK (S):

- 001 Identify performance elements, cosmetic appearance factors from on-air production
- 002 Perform audio editing
- 003 Perform non-linear audio mixing and gain adjustments
- 004 Demonstrate placement of microphones
- 005 Compose, shoot and edit soundbites
- 006 Write, shoot, narrate, and edit voiceovers. VOSOT's, and news packages with and without stand-ups
- 007 Demonstrate fundamentals of audio editing techniques

INSTRUCTOR/STUDENT RATIO: 1:12 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: The student follows all manufacturers' safety recommendations when operating videographic equipment and accessories. Emphasis is placed on personal safety, prevention of electrical shock, and avoiding misuse of equipment provided.

REFERENCES: Video Field Production and Editing, Sixth Edition, Compesi; Television Production Handbook, Seventh Edition, Zettl; Television Field Production and Reporting, Fourth Edition, Shook; How to Shoot a Movie and Video Story, 1985, Gaskill and Englander; The Five C's of Cinematography, 1965, Mascelli; Editing with Avid Xpress Pro and Avid Xpress DV, 2004; Adobe Premiere CS3 User Guide

FUNCTIONAL AREA 6
VIDEO STORYTELLING, DOCUMENTION AND COMPOSITION SKILLS

TPFN: DINFOS-BCC 006-003

UNIT TITLE: News Writing for Electronic News Gathering (ENG)

UNIT INTERMEDIATE TRAINING OBJECTIVE: Students examine the concrete principles of electronic newsgathering. The students are provided with reviews of several video clips for novice and apprentice assessments. Discussions are focused on how to prepare, compose, write, shoot, and edit video sequences with soundbites. Students also demonstrate how to prepare, voice, shoot, and edit ENG stories. Students will use skills acquired in the previous visual storytelling and audio units to help accomplish this task. Students must achieve a minimum grade of 70 percent in order to meet assignment standards.

INSTRUCTIONAL TYPE AND HOURS: 2 L, 1 D, 37 PE, 24EP

TOTAL INSTRUCTIONAL HOURS: 64

TASK (S):

- 001 Identify performance elements, cosmetic appearance factors from on-air production
- 002 Develop treatment and commitment statement
- 003 Develop a news lead
- 004 Write a news story
- 005 Compose, shoot and edit soundbites
- 006 Write, shoot, narrate, and edit voiceovers. VOSOT's, and news packages with and without stand-ups
- 007 Demonstrate the concept of storytelling to include writing to video and nat sound
- 008 Perform as news reporter
- 009 Create graphics and titles in editing process
- 010 Demonstrate basic editing fundamentals (compression, exporting, importing, transitions, DVD authoring)
- 011 ENG EP1
- 012 ENG EP2
- 013 ENG EP3
- 014 Writing EP1
- 015 Writing EP2
- 016 Writing EP3

INSTRUCTOR/STUDENT RATIO: 1:12 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: The student follows all manufacturers' safety recommendations when operating videographic equipment and accessories. Emphasis is placed on personal safety, prevention of electrical shock, and avoiding misuse of equipment provided.

REFERENCES: Video Field Production and Editing, Sixth Edition, Compesi; Television Production Handbook, Seventh Edition, Zettl; Television Field Production and Reporting, Fourth Edition, Shook; How to Shoot a Movie and Video Story, 1985, Gaskill and Englander; The Five C's of Cinematography, 1965, Mascelli; Editing with Avid Xpress Pro and Avid Xpress DV, 2004; Adobe Premiere CS3 User Guide

FUNCTIONAL AREA 6
VIDEO STORYTELLING, DOCUMENTATION, AND COMPOSITION SKILLS

TPFN: DINFOS-BCC 006-004

UNIT TITLE: Contingency Operations

UNIT INTERMEDIATE TRAINING OBJECTIVE: This unit of instruction prepares students for an expeditionary contingency operation. Students identify pre-deployment requirements and examine broadcast roles in crisis situations. Students also discuss various documentation techniques and imagery lifecycle management. Emergency procedures in a field environment are emphasized and its importance in protecting the high dollar value equipment. Knowledge and performance of these tasks are measured in follow-on units.

INSTRUCTIONAL TYPE AND HOURS: 3 L

TOTAL INSTRUCTIONAL HOURS: 3

TASK (S):

- 001 Identify contingency production equipment
- 002 Identify parts of an operations order
- 003 Explain differences between garrison and contingency operations
- 004 Explain purpose of after action report
- 005 Explain LAN, computer and communications connectivity
- 006 Explain satellite transmission system
- 007 Explain situation reports (SITREPS)
- 008 Identify broadcast roles in crisis situation
- 009 Identify emergency procedures
- 010 Explain aerial documentation fundamentals
- 011 Identify aircrew responsibilities, equipment, and support programs
- 012 Identify aerial pictorial techniques

INSTRUCTOR/STUDENT RATIO: 1:12 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: Routine

REFERENCES: Video Field Production and Editing, Sixth Edition, Compesi; Television Production Handbook Seventh Edition, Zettl; Television Field Production and Reporting, Fourth Edition, Shook; How to Shoot a Movie and Video Story, 1985, Gaskill and Englander; The Five C's of Cinematography, 1965, Mascelli; Editing with Avid Xpress Pro and Avid Xpress DV, 2004; Adobe Premiere CS3 User Guide; Management and Operation of Armed Forces Radio and Television Service; DoD 5120.20R; AFRTS Satellite handbook

FUNCTIONAL AREA 6
VIDEO STORYTELLING, DOCUMENTATION, AND COMPOSITION SKILLS

TPFN: DINFOS-BCC 006-005

UNIT TITLE: VI Administration

UNIT INTERMEDIATE TRAINING OBJECTIVE: Students examine the theory and application of captioning and VIRINS when editing video. The military standard for storage and identification of visual information products is introduced with specific focus on the Visual Information Record Identification Number (VIRIN), and DD Form 2537, Visual Information Caption Sheet. Students also practice using accessioning techniques and apply imagery lifecycle management. The student demonstrates knowledge and performance proficiency of the fundamental aspects of videography. Knowledge and performance of these tasks are measured in follow-on units.

INSTRUCTIONAL TYPE AND HOURS: 2 L, 1 D, 1 PE

TOTAL INSTRUCTIONAL HOURS: 4

TASK (S):

- 001 Identify proper non-linear media management procedures
- 002 Prepare, shoot, caption and edit multimedia product
- 003 Demonstrate non-linear video input, logging and batch recording procedures
- 004 Explain edit decision list
- 005 Apply imagery lifecycle management techniques
- 006 Demonstrate proper non-linear media management

INSTRUCTOR/STUDENT RATIO: 1:12 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: The student follows all manufacturers' safety recommendations when operating videographic equipment and accessories. Emphasis is placed on personal safety, prevention of electrical shock, and avoiding misuse of equipment provided.

REFERENCES: Video Field Production and Editing, Sixth Edition, Compesi; Television Production Handbook, Ninth Edition, Zettl; Television Field Production and Reporting, Fourth Edition, Shook; How to Shoot a Movie and Video Story, 1985, Gaskill and Englander; The Five C's of Cinematography, 1965, Mascelli; Editing with Avid Xpress Pro and Avid Xpress DV, 2004; Adobe Premiere CS3 User Guide; Adobe Premiere Pro CS3 Classroom in a Book, 2008, Adobe Press.

FUNCTIONAL AREA 6
VIDEO STORYTELLING, DOCUMENTION AND COMPOSITION SKILLS

TPFN: DINFOS-BCC 006-006

UNIT TITLE: Studio Operations

UNIT INTERMEDIATE TRAINING OBJECTIVE: Using principles learned in other units, students participate in an instructor-guided exercise orienting them to perform selected TV studio roles individually and as part of a television newscast team. Students will identify team member roles, perform as a news anchor, and operate various equipment used in television production to include; Teleprompters, CCUs, and video switchers. This exercise will provide students with valuable experience with day-to-day problem solving in a studio environment. Students must achieve a minimum grade of 70 percent in order to meet assignment standards.

INSTRUCTIONAL TYPE AND HOURS: 1 L, 1 D, 7 PE, 2EW

TOTAL INSTRUCTIONAL HOURS: 11

TASK (S):

- 001 Identify team member roles of: director, technical director, audio operator, VTR operator, camera operator, floor manager, and talent/interviewer
- 002 Identify performance elements, cosmetic appearance factors from on-air production
- 003 Identify and discuss studio operational functions: equipment, set up, controls, movements, etc
- 004 Identify principles of teleprompting
- 005 Explain roles and responsibilities of studio production members
- 006 Perform as news anchor
- 007 Demonstrate use of camera control unit
- 008 Demonstrate use of teleprompter
- 009 Demonstrate use of video switcher
- 010 Demonstrate use of waveform/vectorscope and TBC's
- 011 Write, shoot, narrate, and edit voiceovers. VOSOT's, and news packages with and without stand-ups
- 012 Unit written examination

INSTRUCTOR/STUDENT RATIO: 1:12 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: The student follows all manufacturers' safety recommendations when operating videographic equipment and accessories. Emphasis is placed on personal safety, prevention of electrical shock, and avoiding misuse of equipment provided.

REFERENCES: Video Field Production and Editing, Sixth Edition, Compesi; Television Production Handbook, Seventh Edition, Zettl; Television Field Production and Reporting, Fourth Edition, Shook; How to Shoot a Movie and Video Story, 1985, Gaskill and Englander; The Five C's of Cinematography, 1965, Mascelli; Editing with Avid Xpress Pro and Avid Xpress DV, 2004; Adobe Premiere CS3 User Guide

FUNCTIONAL AREA 6
VIDEO STORYTELLING, DOCUMENTATION, AND COMPOSITION SKILLS

TPFN: DINFOS-BCC 006-007

UNIT TITLE: Exporting Media

UNIT INTERMEDIATE TRAINING OBJECTIVE: Students identify how copyright laws apply to the video medium and what DoD regulations govern visual information. Students are introduced to basic television automation systems and how their video products integrate into these systems. Students also examine the principles of exporting video to other media, to include DVD authoring. In addition, students practice using advanced concepts of storytelling with liberal use of natural sound and subject narration. Knowledge and performance of these tasks are measured in follow-on units.

INSTRUCTIONAL TYPE AND HOURS: 4 L, 1 PE

TOTAL INSTRUCTIONAL HOURS: 5

TASK (S):

- 001 Identify laws and regulations applicable to public affairs and visual information operations
- 002 Explain fundamentals of TV automation systems
- 003 Demonstrate the concept of storytelling to include writing to video and nat sound
- 004 Demonstrate basic editing fundamentals (compression, exporting, importing, transitions, DVD authoring)

INSTRUCTOR/STUDENT RATIO: 1:12 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: The student follows all manufacturers' safety recommendations when operating videographic equipment and accessories. Emphasis is placed on personal safety, prevention of electrical shock, and avoiding misuse of equipment provided.

REFERENCES: Video Field Production and Editing, Sixth Edition, Compesi; Television Production Handbook, Ninth Edition, Zettl; Television Field Production and Reporting, Fourth Edition, Shook; How to Shoot a Movie and Video Story, 1985, Gaskill and Englander; The Five C's of Cinematography, 1965, Mascelli; Editing with Avid Xpress Pro and Avid Xpress DV, 2004; Adobe Premiere CS3 User Guide; Adobe Premiere Pro CS3 Classroom in a Book, 2008 Adobe Press

FUNCTIONAL AREA 7
FIELD TRAINING EXERCISE AND DOCUMENTATION PROJECT

TPFN: DINFOS-BCC-007

TERMINAL TRAINING OUTCOME: At the completion of this functional area, the student will be able to perform in the field as a military videographer and broadcaster. The student will be able to employ raster- and vector-based graphics, spot announcements, operations in a contingency environment, and set up, shoot, and edit a video documentary. Students must achieve a minimum grade of 70 percent in order to meet assignment standards.

UNITS:

- 001 Documentation Project
- 002 FTX
- 003 Graphics and Spots

TPFN HOURS AND TYPES:

- 13- Lecture (L)
- 5- Demonstration (D)
- 62- Performance exercise (PE)
- 57- Performance exam (EP)

TPFN TOTAL HOURS: 137

FUNCTIONAL AREA 7
FIELD TRAINING EXERCISE AND DOCUMENTATION PROJECT

TPFN: DINFOS-BCC 007-001

UNIT TITLE: Documentation Project

UNIT INTERMEDIATE TRAINING OBJECTIVE: This unit is the culmination of all tasks learned and practiced throughout this course. In small teams, students produce a documentary on a pre-selected military event, activity, or unit. Student performance is scrutinized with a comprehensive checklist covering all shooting and editing aspects of the project. A feedback session is provided to review the examination and all other content associated with video production. The student receives a comprehensive critique of observed strengths and weaknesses identified during the performance examination. Students must achieve a minimum grade of 70 percent in order to meet assignment standards.

INSTRUCTIONAL TYPE AND HOURS: 6 L, 1 D, 34 PE, 27 EP

TOTAL INSTRUCTIONAL HOURS: 68

TASK (S):

- 001 Explain documentation techniques (uncontrolled action)
- 002 Prepare, shoot, caption and edit multimedia product
- 003 Demonstrate video fundamental techniques
- 004 Apply special effects in editing process
- 005 Documentation performance exam

INSTRUCTOR/STUDENT RATIO: 1:12 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: The student follows all manufacturers' safety recommendations when operating videographic equipment and accessories. Emphasis is placed on personal safety, prevention of electrical shock, and avoiding misuse of equipment provided.

REFERENCES: Video Field Production and Editing, Sixth Edition, Compesi; Television Production Handbook, Seventh Edition, Zettl; Television Field Production and Reporting, Fourth Edition, Shook; How to Shoot a Movie and Video Story, 1985, Gaskill and Englander; The Five C's of Cinematography, 1965, Mascelli; Editing with Avid Xpress Pro and Avid Xpress DV, 2004; Adobe Premiere CS3 User Guide

FUNCTIONAL AREA 7
FIELD TRAINING EXERCISE AND DOCUMENTATION PROJECT

TPFN: DINFOS-BCC 007-002

UNIT TITLE: Field Training Exercise (FTX)

UNIT INTERMEDIATE TRAINING OBJECTIVE: Given a combat camera contingency scenario and mission briefing, students deploy to a local field-training site to perform as a combat videographer. All knowledge tasks and performance skills are blended into this exercise simulating realistic combat theater conditions and the conduct of missions while maintaining operational and communications security. This exercise includes student performance requirements of individual and crew mission accomplishments for accession and dissemination of competent combat camera products as well as broadcast newsworthy products. Students must achieve a minimum grade of 70 percent in order to meet assignment standards. Critique of student performance is accomplished via an after-action review.

INSTRUCTIONAL TYPE AND HOURS: 1 L, 2 PE, 16 EP

TOTAL INSTRUCTIONAL HOURS: 19

TASK (S):

- 001 Identify contingency production equipment
- 002 Identify parts of an operations order
- 003 Explain satellite transmission system
- 004 Explain LAN, computer and communications connectivity
- 005 Explain differences between garrison and contingency operations
- 006 Explain situation reports (SITREPS)
- 007 Authenticate emergency announcements
- 008 Demonstrate control of field audio recording
- 009 Prepare, shoot, caption and edit multimedia product
- 010 Perform transmission of video product

INSTRUCTOR/STUDENT RATIO: 1:12 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: The student follows all manufacturers' safety recommendations when operating videographic equipment and accessories. Emphasis is placed on personal safety, prevention of electrical shock, and avoiding misuse of equipment provided.

REFERENCES: Video Field Production and Editing, Sixth Edition, Compesi; Television Production Handbook, Seventh Edition, Zettl; Television Field Production and Reporting, Fourth Edition, Shook; How to Shoot a Movie and Video Story, 1985, Gaskill and Englander; The Five C's of Cinematography, 1965, Mascelli; Editing with Avid Xpress Pro and Avid Xpress DV, 2004; Adobe Premiere CS3 User Guide

FUNCTIONAL AREA 7
FIELD TRAINING EXERCISE AND DOCUMENTATION PROJECT

TPFN: DINFOS-BCC 007-003

UNIT TITLE: Graphics and Spots

UNIT INTERMEDIATE TRAINING OBJECTIVE: Students identify basic terms about vector and raster-based graphic design and use graphic design software. Students also practice using software to produce vector and raster graphics and incorporate those into a video product. Students also prepare talent, shoot, and edit a spot production. Full performance is critiqued emulating performance required at the apprentice level in a field television production facility. Students must achieve a minimum grade of 70 percent in order to meet assignment standards.

INSTRUCTIONAL TYPE AND HOURS: 6 L, 4 D, 26 PE, 14 EP

TOTAL INSTRUCTIONAL HOURS: 50

TASK (S):

- 001 Explain vector and raster based graphics
- 002 Create vector and raster based graphics
- 003 Demonstrate storyboards and treatment
- 004 Write selling and information spots
- 005 Write, storyboard, shoot, narrate and edit spots
- 006 Demonstrate basic editing fundamentals (compression, exporting, importing, transitions, DVD authoring)
- 007 Raster performance exam
- 008 Vector performance exam
- 009 Spot performance exam

INSTRUCTOR/STUDENT RATIO: 1:12 L; 1:4 D, PE, EP; 1:24 EW

SAFETY FACTORS: The student follows all manufacturers' safety recommendations when operating videographic equipment and accessories. Emphasis is placed on personal safety, prevention of electrical shock, and avoiding misuse of equipment provided.

REFERENCES: Video Field Production and Editing, Sixth Edition, Compesi; Television Production Handbook, Ninth Edition, Zettl; Television Field Production and Reporting, Fourth Edition, Shook; How to Shoot a Movie and Video Story, 1985, Gaskill and Englander; The Five C's of Cinematography, 1965, Mascelli; Editing with Avid Xpress Pro and Avid Xpress DV, 2004; Adobe Premiere CS3 User Guide; Adobe Premiere Pro CS3 Classroom in a Book, 2008, Adobe Press

FUNCTIONAL AREA 8
COURSE ADMINISTRATION

TPFN: DINFOS-BCC-008

UNIT TITLE: Course Administration

UNIT INTERMEDIATE TRAINING OBJECTIVE: N/A

INSTRUCTIONAL TYPE AND HOURS: 23 AD

TOTAL INSTRUCTIONAL HOURS: 23

TASK (S):

- 001 Course Opening
 - 001 Academic records in-processing
 - 002 Commandant's/Sergeant's Major welcome
 - 003 Course orientation
 - 004 Equipment receipt and familiarization
- 002 Student Feedback (KMO)
 - 001 BWAS section critique
 - 002 Radio section critique
 - 003 Video/BCC60 end-of-course critique
 - 004 End-of-course critique
- 003 Course Closing.
 - 001 Equipment turn-in
 - 002 Graduation preparation
 - 003 Graduation
 - 004 Out-processing

INSTRUCTOR/STUDENT RATIO: N/A

SAFETY FACTORS: Routine

REFERENCES: N/A